OE FORM 6000, 2/69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

ERIC ACC. NO.	P.A.	PUBL. DATE	ISSUE
ED 042 935			
CH ACC. NO.			
AA 000 618		Nov 70	RIEFEB71

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒
ERIC REPRODUCTION RELEASE? YES ☐ NO ☒
LEVEL OF AVAILABILITY I ☒ II ☐ III ☐

AUTHOR
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TITLE
Author's Guide and Style Manual to Publications of the ERIC Clearinghouse on Reading. Preliminary Edition.

SOURCE CODE	INSTITUTION (SOURCE)
JQB36825	
SP. AG. CODE	SPONSORING AGENCY

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.50;3.90		
REPORT NO.		BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE 76p.

DESCRIPTORS
*Guidelines; *Publications; *Authors; *Reading; *Technical Writing; Guides; Reading Materials; Bibliographies; Bibliographic Citations; Writing; Manuals

IDENTIFIERS

ABSTRACT
Guidelines for preparing monographs, short interpretive papers, and bibliographies for the ERIC Clearinghouse on Reading are given in Part I. Special considerations which are discussed concerning monographs are (1) identification of the problem area, (2) focus, (3) audience, (4) research base, (5) treatment of the research, (6) comprehensiveness, (7) controversy, and (8) organization. Procedures for writing monographs and information concerning the editing and printing processes are given. Special considerations concerning short interpretive papers are (1) delineation of the topic, (2) identification of the audience, (3) organization of the material, (4) emphasis on interpretation, and (5) selection of a bibliography. General information concerning the preparation of bibliographies includes a description of (1) the data base, (2) steps for bibliography preparation, (3) the introductory essay, (4) the author index, and (5) the subject index. Also, there is specific information concerning the preparation of annotated and abstract bibliographies. Part II, the Style Manual, describes in detail manuscript preparation, writing style, the preparation of tables, and referencing. In the appendix, samples of manuscript pages and bibliographic citations are given. (DE)

ED 042 935

AUTHOR'S GUIDE

TO PUBLICATIONS OF THE ERIC CLEARINGHOUSE ON READING

& STYLE MANUAL

AA 000 618

AUTHOR'S GUIDE and STYLE MANUAL
to Publications of the ERIC Clearinghouse on Reading

Preliminary Edition, 1970

by

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ERIC/Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER is a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE.

This guide was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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GENERAL INTRODUCTION

ERIC/CRIER is part of the ERIC network created to organize and disseminate research and information in education. The ERIC network is made up of 20 clearinghouses, each responsible for a specific area of education. The Clearinghouse on Reading, ERIC/CRIER, is concerned with the field of reading. The ERIC/CRIER publication program represents a major portion of the Clearinghouse's effort in disseminating research and information in reading.

Thus far the Clearinghouse has developed these kinds of publications: general informational materials including newsletters, information briefs, and brochures; data-based materials consisting of annotated and abstract bibliographies and indexes; informational guides; short interpretive papers; and a monograph series composed of papers which extensively and intensively treat a problem area in the field of reading.

ERIC/CRIER publications have been written by reading specialists throughout the country, ERIC/CRIER staff members, and faculty and graduate students in the reading program at Indiana University. ERIC/CRIER is interested in soliciting publications from persons who wish to write within the framework of the Clearinghouse's publication program.

Three kinds of Clearinghouse publications are defined in the following material: the monograph series, short interpretive papers, and bibliographies. General descriptive information useful to an author is given. In addition, there is a detailed guide for style and manuscript preparation.

The general practice of the Clearinghouse has been to solicit manuscripts. In this case, ERIC/CRIER selects an authority on a particular subject and jointly with the author develops a framework for the proposed publication. The Clearinghouse indicates the subject area, suggests some central questions on the subject as seen by reading experts in the Clearinghouse, gives the proposed length of the manuscript, identifies the intended audience, and proposes a possible working calendar for the preparation of the manuscript. The Clearinghouse proposal serves to stimulate a response from the intended author and is subject to some change, expansion, or amendment mutually agreed upon by the author and Clearinghouse staff. The purpose of this exchange is to establish a general framework for subject treatment which will produce a first-quality manuscript. The author's response to a manuscript proposal is a definitive prospectus and an outline of the way he would organize and possibly theme the subject.

In general, a prospectus for a proposed ERIC/CRIER publication should cover these points: definition of the subject, particular approach of the author, the scope of the manuscript including problems which are to be treated and those which are not to be, the research base to be used, and the audience to which the manuscript is directed. Specific directions regarding the prospectus for each type of publication are given in the sections which follow.

When a manuscript is received at the Clearinghouse, it is given a preliminary reading and then is sent to reviewers--members of the ERIC/CRIER Advisory Board and the International Reading Association Publications Committee. Editors and reading specialists in the Clearinghouse react to the reviews and forward to the author recommendations for any needed revisions of the manuscript.

The Clearinghouse editing process for each kind of publication is detailed in the sections on these publications. General ideas of the time required to write, edit, and publish the different kinds of publications are also indicated.

In addition to the publication proposals which ERIC/CRIER initiates, the Clearinghouse is interested in having authors submit their own ideas for useful, needed publications in the field of reading. Authors who wish to write for the Clearinghouse are invited to contact the Clearinghouse Director, suggesting possible publications. If such a proposal can be incorporated into the Clearinghouse publication program, the Director will respond and initiate the appropriate steps to get the publication underway.

The Clearinghouse on Reading has an extensive collection of research and research-related reports on reading. More than 8,000 citations are included. These are drawn from the published journal literature, dissertations, USOE-sponsored research, and the conference proceedings of the International Reading Association and the National Reading Conference. Materials date from 1900 to the present. In addition, the Clearingnouse has access to the 30,000 plus reports which have been reported in Research in Education, the abstract journal of Central ERIC, and the more than 22,000 journal articles reported in the publication Current Index to Journals in Education. (These figures are correct to August, 1970. Approximately 1,000 reports are added to RIE each month and 1,500 articles reported monthly in CIJE.) The ERIC/CRIER document collection can be computer-searched using a classification system and retrieval program developed by the Clearinghouse; RIE and CIJE files can likewise be searched by a program available through Central ERIC. When possible the Clearinghouse will provide authors with computer searches on subjects from the ERIC/CRIER information data base and

the Central ERIC information data system. Additional information on the availability of material in these data bases is given in individual sections of this Guide.

Authors are requested to submit a vita with manuscripts. ERIC/CRIER uses the vita both for informational and publication-promotional purposes. A vita should be about 150 words in length, written in the third person, and include this information:

(1) Present position and institutional affiliation
(2) Current research projects and interests
(3) Teaching, administrative, or other pertinent experience
(4) Educational background
(5) Other information which might be useful in promoting the publication

PART I: Guidelines for Preparing Monographs, Short Interpretive Papers, and Bibliographies

MONOGRAPHS

ERIC/CRIER monographs are interpretive analyses of defined problem areas in reading. They are a comprehensive and interpretive treatment of the knowledge as well as the lack of knowledge within the field and are creative papers in which an author develops and presents his own point of view and identifies new directions for both research and practice. ERIC/CRIER monographs are no longer than 300 triple-spaced typewritten pages.

This section of the Guide has been written to assist the author as he prepares his monograph and is based on ERIC/CRIER's experience in developing the series. An author should give special attention to: (1) identification and definition of the problem areas, (2) focus, (3) audience, (4) research base, (5) treatment of research, (6) comprehensiveness, (7) handling of controversy, and (8) organization.

SPECIAL CONSIDERATIONS

1. Identification of the Problem Area: A clear definition of the problem area treated is necessary for an effective monograph. Such definitional work should include (1) delineation of the areas covered and not covered and the rationale for each, (2) the age levels and grade levels to which the monograph would or would not apply, (3) the research base used as support for the analyses presented in the monograph, (4) the degree of reliance on fields outside of reading and education, (5) the audience to whom the monograph is addressed, and (6) a definition of any terms peculiar to the subject matter.

2. Focus: Before he begins to write, an author should clarify the point from which he intends to approach the problem area under consideration. Any problem area can be treated from many different viewpoints; for example, that of a parent, a teacher, a researcher, a specialist in reading, a social scientist, a behavioral scientist, an educator of teachers, or even a medical doctor. At the same time, given that any field has its controversies, the focus of a monograph is affected by what "school of thought" a writer adheres to. Therefore, the author should make his approach clear from the outset so that the reader understands this is one man's position and one of many possible interpretations of the topic.

The author's interpretation tends to influence the manner in which the monograph is written--which points are emphasized and which ones deemphasized. It also is likely that the author has a

point or a cluster of points that he wishes to stress as he overviews the field. Monographs are more readable and more effective if the author states these at the beginning of the paper and if throughout the paper the author's argument, or theme, can be easily followed.

3. Audience: In the past, ERIC/CRIER monographs have been written for a general audience of researchers, graduate students, reading specialists, classroom teachers, and administrators. If a subject matter can be handled effectively and efficiently for such a group, it is most desirable. However, it is recognized that in some cases, this is not possible because an author would write one kind of monograph for the researcher and another for the teacher. The ERIC/CRIER monograph series is broad enough to include a monograph meant either for the practitioner or for the researcher. Prior to writing, the audience for which the monograph is intended should be defined as carefully as possible.

4. Research Base: The research on which a monograph is based should be selected from a variety of sources. ERIC/CRIER can supply the author with citations of its research collection and that of Central ERIC on the selected topic, but this should not be considered an exhaustive search of all materials available. Many topics relevant to reading encompass information from related disciplines such as medicine and linguistics, and these fields should be searched for materials to be included as a basis for the monograph. Any materials such as a book, journal article, conference proceeding, dissertation or paper--published or unpublished, research project, research study, or speech that the compiler believes to be important to the subject area should be included. Authors should avoid reliance on abstracts and secondary sources. (For example, information taken from a dissertation should come directly from the document, not from Dissertation Abstracts.)

5. Treatment of the Research: ERIC/CRIER monographs in reading are analyses of knowledge in a given area rather than reviews or summaries of research. Individual studies should be drawn upon to substantiate statements made in the text but need not be reported in detail. Individual studies should be discussed in detail only if they exemplify the type of research problems in an area or if they illustrate a point the author wishes to make. Should an author wish to dwell on some study in great detail, he is urged to discuss only those aspects of it which are relevant to the point he wishes to emphasize. In matters of controversy, it is usually necessary for the author to draw upon the published research in order to delineate the various positions in that controversy. In this case, the author is urged to treat only the most important points of the research cited.

6. Comprehensiveness: In the past, writers of ERIC/CRIER monographs have considered the problem of whether to include all published research pertaining to the problem area of the monograph. ERIC/CRIER recognizes that it is not always possible for a monograph to be comprehensive in this sense and suggests that authors deal with this by presenting an overview of the existing knowledge in the field under consideration. Thus, without discussing every piece of research in detail, the monograph can present a thorough picture of what is known in a field.

7. Controversy: ERIC/CRIER expects monographs to be comprehensive in dealing with controversial matters in a field in that major points of contention and the varying positions in such controversies are delineated. While an author may believe that from his perspective some controversies are either irrelevant or settled, it is his responsibility to delineate what these "unclear" controversial points are, what issues have led to that controversy, and what the various positions surrounding it are. If a writer adheres to a particular position, he should explain clearly and concisely his point of view. If he feels that the controversy is relatively unimportant, then he should state this and the reason why he thinks this is the case. The author should present a fair representation of the controversies in the area under consideration as well as his own opinions.

8. Organization: The organization of a monograph is usually a logical order determined by the subject area treated.

Introductory Chapter

Effective monographs contain a strong introductory chapter which includes the following:

(1) Definition of problem area covered
(2) Scope of monograph
(3) Rationale for monograph
(4) Author's perspective and general thesis or themes
(5) What the intent of the monograph is and how it is organized
(6) Statement on comprehensiveness
(7) Audience or audiences to whom the monograph is addressed

Terminal Chapter

An effective terminal chapter covers the following points:

(1) Reiteration of major theme or themes of the monograph
(2) Summary of major points

(3) Implications of what has been shown for current research and practices in terms of:

(a) Classroom application
(b) Teacher training
(c) Service
(d) Development of materials
(e) Research techniques

(4) Directions for further study--areas which need clarification

PROCEDURES FOR WRITING MONOGRAPHS

ERIC/CRIER develops proposals for monographs. On the basis of a proposal, an appropriate authority is commissioned to further develop and write the monograph. From this point on, ERIC/CRIER has a set procedure which is as follows:

1. Development of Prospectus: In response to the Clearinghouse's proposal, the author writes a prospectus for the monograph of approximately 5 to 10 triple-spaced pages. The prospectus should include much of what has been said under points 1 through 7 on developing a monograph. In brief, a prospectus should:

(1) Identify the problem area to be considered in the monograph
(2) Discuss the focus of the monograph and develop its theme(s)
(3) Delineate the audience or audiences to whom the monograph is addressed
(4) Describe the research and information base on which the monograph's analyses rest
(5) Discuss how the research and other information from the literature is to be treated
(6) Detail the major points to be made in the monograph

2. Development of an Organizational Outline: In harmony with the prospectus, the author should develop a detailed organizational outline of the entire monograph with topical headings and the points an author wishes to make under them.

The prospectus and organizational outline should be submitted to ERIC/CRIER which will respond to them within 60 days. A proposed calendar for production of the manuscript is sent to the author at this time. The author is to follow the outline agreed upon by him and ERIC/CRIER in writing.

3. Writing: After ERIC/CRIER and the author have agreed upon the prospectus and outline, the author writes the monograph. If as he writes, the author wishes to make major revisions in the organization previously agreed upon, he should consult ERIC/CRIER before

proceeding. The ERIC/CRIER staff is available for consultation and will react to drafts of individual chapters.

The monograph submitted to ERIC/CRIER is to be prepared in accordance with the style directions in Part II of this Guide. Particular attention should be paid to ERIC/CRIER's style for reference entries and citations in the text.

THE EDITING PROCESS

Within 90 days of receipt of the manuscript at ERIC/CRIER, the author will begin to receive editorial reactions. The editing process has the following phases.

1. Preliminary Review: Monographs are sent to members of the ERIC/CRIER Editorial Advisory Board and members of the IRA Committee for review. Within 90 days these reviews are transmitted to the author along with comments and suggestions for revision from the ERIC/CRIER editorial staff. The author is given a deadline for completing the suggested revisions. The ERIC/CRIER editorial staff is available for clarification of any editorial comments.

2. Final Editing: Upon receiving the author's revised manuscript, ERIC/CRIER copy edits it. Should any substantive changes be made at this time, the author is given an opportunity to respond.

3. Final Review: The finished manuscript is sent for review to the IRA Publications Committee. The Publications Committee determines whether IRA will be able to provide financial support in publication and promotion. Should the Committee have further suggestions for revision, these will be conveyed to the author for discussion and rewriting if necessary.

THE PRINTING PROCESS

ERIC/CRIER sends the final manuscript to the printer. Publication is completed within six months after the manuscript is sent to the compositor. ERIC/CRIER does a thorough job of proofreading. Galleys are sent to the author. The author is urged to check the galleys carefully and to bear in mind that the purpose of proofreading is to correct the printer only when he deviates from the manuscript by misspelling, omissions, or additions. Content changes cannot be made at this stage. Galleys must be in the mail to ERIC/CRIER five days after the author has received them. The author should be especially careful to check tables, references, numerical data, special symbols and terminology, and headings.

SHORT INTERPRETIVE PAPERS

An ERIC/CRIER short interpretive paper deals with a discrete topic in reading in 100 or less triple-spaced, typewritten pages. It is an evaluation aimed at the needs and interests of a specific audience. For example, it can be (1) a "how-to" paper which interprets research for instructional application; (2) a paper on a problematic or controversial area which synthesizes various aspects of a specific question or represents one aspect in depth; (3) a descriptive paper which details and evaluates a new method, a system, a procedure, or a specific reading program in terms of its impact on instruction or theory; or (4) a critique of a specific emphasis or direction in the field of reading.

SPECIAL CONSIDERATIONS

This section of the Guide offers directions of importance in writing the paper: (1) delineation of topic, (2) identification of audience, (3) organization of material, (4) emphasis on interpretation, and (5) selection of a bibliography.

1. Delineation of Topic: The topic of the short interpretive paper should be clearly defined and limited so that it can be fully discussed within 100 typewritten pages. An author's perspective should be sharply focused to direct his analysis, interpretation, and evaluation. He is encouraged to announce the boundaries of his topic clearly in the beginning of the paper so that the reader can know what to expect from the publication.

2. Identification of Audience: Delimiting the topic for a specific audience determines a manuscript's point of view, the appropriate balance of its content, and its organization. The audience or audiences selected should be announced at the outset so that each reader will understand the relevance of the paper to his interests and needs.

A short interpretive paper should be targeted to a specific audience or audiences such as teachers, administrators, reading consultants, parents, librarians, reading specialists and clinicians, reading researchers, graduate students in reading, or college professors.

3. Organization of Material: The author should identify major points in an order that meets the need of his defined audience and provides fluent reading. Space limitations do not allow for an introduction or a preface in the short interpretive paper; therefore, organizational guidelines to the reader must be incorporated in the general text.

4. Emphasis on Interpretation: The short interpretive paper is an evaluative analysis--not a review of research. It is the author's interpretation or opinion based on his awareness of the meaningful research in his area. While he may choose to cite authorities, he need not summarize the works cited.

5. Selection of a Bibliography: One aim of the short interpretive paper is to offer the reader a highly selective and annotated bibliography of approximately 10 to 20 entries which give an authoritative overview of the topic. These should be key studies and references on the topic area.

PROCEDURE

1. Prospectus and Outline: The short interpretive paper may be initiated by an author with special expertise in an area, or ERIC/CRIER may initiate the short interpretive paper with a proposal to an authority. In either case the authority is requested to submit a prospectus and an organizational outline. In preparing these, the author should:

(1) Clearly define the topic
(2) Indicate the thesis and his intended approach
(3) Indicate his specific audience and offer a rationale for the paper in terms of that audience
(4) Offer as complete an outline as possible of the proposed organization of his content

ERIC/CRIER's staff will respond to the author's prospectus and outline within 60 days. The author begins writing the paper after the prospectus and outline have been agreed upon by him and ERIC/CRIER.

2. Publishing Process: The manuscript should be prepared in accordance with the style manual of this Guide. Within 90 days after submission of the paper, the author receives an editorial response from ERIC/CRIER which includes reviews from members of the ERIC/CRIER Editorial Advisory Board and members of the IRA Publications Committee as well as comments from the ERIC/CRIER editorial staff. The author is given a deadline for response to these comments and/or revising the manuscript and should feel free to contact ERIC/CRIER for any necessary clarification.

Final editing begins in the Clearinghouse after receipt of the revised manuscript. If any major changes are necessary at this time, the manuscript is returned to the author. The finished manuscript is sent to the IRA Publications Committee for a final review before publication.

After the manuscript is approved for publication, the printing process begins. Publication requires approximately five months. ERIC/CRIER proofreads the galleys. It also sends a copy of the galleys to the author, who is urged to check them carefully. The purpose of proofreading is to correct the printer only when he deviates from the manuscript by misspellings, omissions, or additions. Content changes cannot be made at this stage. Galleys must be returned to ERIC/CRIER within five days after the author has received them. The author should be especially careful to check names, references, numerical data, tables, special symbols and terminology, and headings.

BIBLIOGRAPHIES

ERIC/CRIER produces two basic types of bibliographies--annotated and abstract--on areas relevant to reading. The purpose of these bibliographies is to give the users both sources of information on specific topics and some idea of the content of these sources in order to facilitate their work in the field. However, the bibliographies are designed not only to give factual information but also to include some interpretation and evaluation of knowledge in the area covered. This is done both through a critical introductory essay and through the organization of the bibliography.

The essay should provide the user with a careful evaluation and interpretation of the existing knowledge in the subject area covered and should offer suggestions for further research. The organization should be designed to assist the user by providing entries aimed at the needs of a specific audience such as the teacher or graduate student rather than at a general audience and by providing divisions into relevant categories and subcategories. It can also be of special help by identifying key studies that exemplify major work in the subject area. Such identification might be made by including a special key-study section or by including some identifying mark within the regular divisions. The compiler can determine what type of organizational arrangement is best for his particular treatment of the subject area and what interpretative and evaluative information is most useful to his specific audience.

Although in the past most bibliographies have been compiled by Clearinghouse personnel, ERIC/CRIER is interested in having people outside the Clearinghouse create bibliographic publications. ERIC/CRIER develops or receives a proposal which is discussed with the compiler who then submits a prospectus of the future bibliography.

PROSPECTUS

The prospectus identifies the bibliography type--annotated or abstract--and includes the following points:

(1) Definition of the subject--its inclusions and exclusions
(2) Identification of the audience or audiences to whom the bibliography is directed
(3) Indication of the research base to be used and the time period covered
(4) Outline: Organization of entries within the bibliography--categories, subcategories, key-study sections, etc.

The prospectus is sent to ERIC/CRIER for reaction, which the compiler will receive within 60 days. Following any necessary modification of the prospectus, bibliography compilation begins.

This section of the Guide is designed to aid the compiler in producing a bibliography by giving general information which applies to all types of bibliographies and specific information relevant to various bibliography types.

GENERAL INFORMATION

1. Data Base: ERIC/CRIER can supply the compiler with citations of its research collection and that of Central ERIC on the selected topic, but this should not be considered an exhaustive search of all materials available. Many topics relevant to reading encompass information from related disciplines such as medicine and linguistics, and these fields should be searched for citations that would be helpful to the bibliography user. Any materials such as a book, journal article, conference proceeding, dissertation or paper--published or unpublished, research project, research study, or speech that the compiler believes to be important to the subject area should be included.

Also, constant updating with citations of publications just released in reading and all related disciplines is a must if bibliographies are to give the user the benefit of the most current information. ERIC/CRIER's emphasis is on the years after 1950, but relevant materials prior to this time should, of course, be included. Since the editing and publishing processes automatically produce a time lag, materials currently in press should be included if possible, and should be noted as "in press." (See page 49.)

2. Suggested Steps for Bibliography Preparation: The steps listed below provide only a general guideline to preparation. Any specific questions not covered here should be directed to the ERIC/CRIER publication staff.

(1) Delineate the subject category to be covered.
(2) Search the ERIC/CRIER data base and other related data sources to select the documents to be included.
(3) Prepare abstracts (for abstract bibliographies) or annotations (for annotated bibliographies) of the content of these documents. (Guidelines for abstracting and annotating are provided in the sections specific to these bibliography types.) Annotations and abstracts should not be mixed within the same section of a bibliography. In order to lessen his work, the compiler may utilize abstracts or annotations of the materials in ERIC/CRIER's data base.

(4) Obtain bibliographic citations for all documents to be included in the bibliography. These citations must be in ERIC/CRIER style. (Guidelines for this style are given on pages 47 to 55.)
(5) Organize the entries into any desired categories and subcategories according to the authors' last names. (See pages 55 to 57.)
(6) Arrange the entries as they are to appear in the finished bibliography, separating divisions with a sheet on which the division title is written. (When the manuscript is typed, heads should be presented according to instructions on page 41.)
(7) Include a title page and a table of contents.
(8) Write a critical introductory essay.
(9) Prepare an author index for all bibliographies with multiple alphabetizations, i.e., separate sections in which studies are arranged alphabetically by author. (Index pagination is added by ERIC/CRIER's editorial staff after the bibliography format is finalized.)

3. Guidelines for Introductory Essay: This essay should include, but not necessarily be limited to, the following points:

(1) A clear definition of the subject area covered--both inclusions and exclusions
(2) Identification of the date of the materials included--earliest and most recent
(3) Critical evaluation of the research in the subject area covered--its trends and needs
(4) Explanation of the bibliography arrangement--the rationale for the general organization and definitions of the categories and subcategories included
(5) Indication of the audience to whom the bibliography is directed, i.e., researchers, teachers, parents, administrators, etc.
(6) Explanation of the data base searched

4. Guidelines for Author Index: This index should be a complete alphabetical list of authors whose works are cited within the bibliography. It should include the names of the authors but not the names of their works. It can be compiled either on note cards, citing a single author on each card, or on regular manuscript paper, allowing space after each entry for pagination to be added.

5. Subject Index: If the author feels that a subject index is needed in addition to the categorical divisions within the bibliography, he may add such a section.

SPECIFIC INFORMATION

1. Annotated Bibliographies: Annotated bibliographies are designed to give the user a short statement of the contents of cited works. They are composed of bibliographic citations followed by annotations (60-word maximum) of the documents. The entries are arranged alphabetically according to the author's last name within any desired categorical and subcategorical divisions.

The following guidelines for writing annotations and suggestions for choosing verbs are supplied to aid the compiler in preparing annotations consistent with ERIC/CRIER style. (General information concerning bibliography preparation which is relevant to both bibliography types is found on pages 24 to 25.)

Annotation Guidelines

(1) Annotations should begin with a verb; therefore, complete sentences are not necessary. However, unless length impedes understanding, the annotation should be one sentence-structure pattern rather than two.

Correct

> Compares the effectiveness of a linguistic, a phonics, and a language experience approach, using 375 first graders as subjects, and concludes that the language experience approach produced statistically greater reading achievement than did the other two approaches.

Incorrect

> Compares the effectiveness of three approaches to first-grade reading--linguistics, phonics, and language experience. Three hundred and seventy-five first graders were used in the experiment which indicated that the language experience approach was most successful.

(2) Annotations should vary in length between three and six typed lines. They must not exceed 60 words.
(3) The annotation should not be a paraphrase of the title. It should concisely state what was done in the study, the age level and number of the subjects used, and the general conclusions reached.
(4) The beginning verb should be varied to avoid monotony and to accurately describe what the study did. (See list of suggested verbs.)

(5) All annotation citations are to follow the appropriate ERIC/CRIER document citation form. (See pages 47 to 55.)

Suggested Verbs for Annotated Bibliography Entries

Accents	Delineates	Investigates	Replies
Advocates	Demonstrates	Likens	Reports
Analyzes	Describes	Lists	Reveals
Annotates	Develops	Looks	Reviews
Answers	Discusses	Makes	Samples
Appraises	Divides	Notes	Screens
Approaches	Elaborates	Offers	Sees
Argues	Emphasizes	Outlines	Selects
Arrives at	Encourages	Points out	Shows
Asks	Enlightens	Poses	States
Assesses	Enumerates	Presents	Stresses
Cautions	Establishes	Probes	Studies
Cites	Evaluates	Proceeds	Suggests
Claims	Examines	Proposes	Summarizes
Clarifies	Explains	Provides	Supports
Classifies	Finds	Questions	Surveys
Compares	Follows	Recognizes	Touches
Concentrates	Generates	Recommends	Traces
Concludes	Gives	Records	Urges
Considers	Hypothesizes	Recounts	Uses
Contrasts	Identifies	Reexamines	Views
Covers	Illustrates	Refutes	Warns
Criticizes	Indicates	Reiterates	
Deals with	Introduces	Relates	

2. Abstract Bibliographies: Abstract bibliographies are designed to give the user a one-paragraph résumé of the contents of cited works. They are composed of bibliographic citations followed by abstracts (200-word maximum) of the documents. The entries are arranged alphabetically according to the author's last name within any desired category and/or subcategory.

The following information on writing abstracts is supplied to aid the compiler in preparing résumés consistent with ERIC/CRIER style. (General information concerning bibliography preparation which is relevant to both bibliography types is found on pages 24 to 25.)

ERIC Guidelines for Abstracting: General Information*

Definition and Function of an Abstract

The ERIC abstract provides information to assist the users of the system who are looking for material relevant to their needs. The system calls for two types of abstracts: the INFORMATIVE, which summarizes the content of a document by condensing its major ideas, and the INDICATIVE, which describes the content of a document and what it is about. The minimum requirement of every abstract is a statement of the subject and scope of the document.

An abstract is either INFORMATIVE or INDICATIVE. An abstractor writes an INFORMATIVE abstract as if he were the author who is presenting an objective summary of his own ideas. By contrast, in an INDICATIVE abstract, he writes from the point of view of an informed but impartial reader and describes the contents and a format of a document. An INFORMATIVE abstract contains a statement of the author's thesis, several sentences of his development or proof, and his conclusions. An INDICATIVE abstract reports broadly what is discussed or included in the document, in what manner the information is presented, and, if necessary, to whom the document is addressed. In short, the INDICATIVE abstract is a guide to the contents of a document; the INFORMATIVE abstract is a condensed duplication of the contents themselves.

It is essential that an abstract be either informative or indicative and not both. This is especially important in an informative abstract because the author's own ideas are being transmitted directly. Switching to the style of an indicative abstract, and the point of view of the abstractor, will confuse the user about whether the preceding ideas are the author's or the abstractor's. When it is necessary in an informative abstract to note the presence of material that is not part of the ideas or arguments of the document (e.g., tables, figures, extensive references, and appendixes), the abstractor should put this information at the end of the abstract.**

The decision to write one or the other depends upon the structure of the document and the author's organization of his information. A document with proven or developed thesis that can be summarized accurately and properly requires an INFORMATIVE abstract.

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*ERIC Guidelines for Abstracting are taken from the ERIC Operating Manual.

**All Title III/ESEA projects are to be identified as such in the body of the abstract.

Most of the documents for the ERIC collection are of this kind (e.g., research reports, speeches, statements of opinion, discussions of general ideas). However, the contents of some documents may be so varied or loosely related that summarizing them will distort the information and thereby mislead the user. Reviews of research, broad overviews of a subject, curriculum or teacher guides, and administrative and program reports, for example, usually need INDICATIVE abstracts. Bibliographies and documents with multiple authors or subjects (conference proceedings or collections of essays) can be treated accurately only in INDICATIVE abstracts.

Although the two types of abstracts are separate and distinct, the abstractor should realize that in describing a document's contents in an indicative abstract, he is also conveying information about the substance. Similarly, an informative abstract implies some description of a document's contents. However, the informative abstract does what the indicative cannot: it shows the meaningful, coherent relationship between the author's ideas and arguments. As a result, it distinguishes between major and minor information in a document and between this document and others on the same subject. For these reasons, and because it summarizes the contents of a document rather than merely giving a generalized account of them, the INFORMATIVE abstract should be used for all documents except those whose organization requires an INDICATIVE abstract.

Content

An abstract should be "weighted" in the same proportions and with the same emphases as is the document. This can be accomplished by transmitting accurately, clearly, and completely the essential information in a document. Omitting important ideas or failing to distinguish between major and minor information will misrepresent the document to the user who is seeking substantial information. The reader should never be unsure of the content of a document. Furthermore, he must be able to depend upon the presence of significant information in a document if such information is intimated by the abstract.

Although by its nature abstracting is a process of selection, the abstractor must remain objective: his obligation is to be faithful only to the contents of a document. He should never introduce implicitly or explicitly his particular personal or professional prejudices. Evaluations or qualitative language, unless they are the author's, should never be part of an abstract.

Method

To use his reading time to the best advantage, an abstractor first should examine a document to try to determine what kind of abstract it will require. If he thinks that it needs an informative abstract, he should read all or as much of the document as is necessary to transmit its contents precisely. However, he should be aware that the ideas in an informative abstract must be related coherently: a cursory or superficial reading of the document could cause him to omit an important part of the author's argument. But if he decides that the document requires an indicative abstract, he could "read" it by merely examining the table of contents, or the foreword or introduction, or by scanning the text. Because the abstractor plans only to describe the document rather than to summarize its content, as he would be doing if he were writing an informative abstract, he can use his time more effectively by concentrating on the scope and format of a document rather than on its content.

Audience

The users of the ERIC system are generally professionals (teachers, researchers, and administrators) from many different fields of education. But, there is a large audience of potential users (new teachers, graduate students, librarians, personnel at different information centers, or people who have only a related interest in the field but still want to be informed) who may not be familiar with sophisticated ideas or technical jargon. No abstract, then, should be so narrow in outlook or use language so indigenous to one particular field that it cannot be read with understanding by all the users of the system. Yet, the abstractor should assume that the readers share a basic core of knowledge (most readers will know much more, of course); therefore, an abstract should not dwell unnecessarily on background information or on commonplace ideas. An abstractor should remember, nevertheless, that he is writing for a user who has not seen the document and does not know what he knows.

Guidelines for Abstracting Specific Kinds of Documents

The abstractor can include as much of the following information as is relevant to the document under consideration.

Research Documents

These usually require informative abstracts, which should contain (1) objectives of the research, (2) methodology, (3) findings and conclusions, and (4) specific implications or recommendations for further research. If limitations to the study are

mentioned, they should be included. Background information should be used only if necessary to explain the objectives.

Speeches and Other Statements of Opinion and Discussions of General Issues

These usually require informative abstracts, which should contain (1) background information only if necessary,* (2) statement of premise or thesis, (3) development of ideas or argument, with proofs and major supporting facts, and (4) conclusions.

Curriculum Guides and Teacher Guides

These usually require indicative abstracts, which should contain (1) subject area and grade level of the curricular material, (2) specific objectives of the course, (3) unit areas of the course, (4) particularly interesting methods used, and (5) supplementary activities and materials suggested.

Program Outlines or Descriptions and Administrative Reports

These usually require indicative abstracts, which should contain (1) objectives of the program and identification of the target population, (2) types of special teachers and other personnel and numbers of classes or students involved, (3) means or suggested means of carrying out the program, including any sort of community participation or publicity efforts, (4) special methods used to overcome problems, and (5) to-date progress of the program with expected changes in future plans, or, if the program has been completed, conclusions or evaluations of the program's effectiveness.

Textbooks and Other Instructional Materials

These usually require indicative abstracts, which should contain (1) objectives of the text, including target student population, (2) description of the general nature of the subject matter, and (3) special methods used in meeting objectives, including notation of illustration and accompanying activities. Recounting specific textual material is not necessary, unless doing so will explain methods used in achieving objectives.

Bibliographies

These usually require indicative abstracts, which should contain (1) subjects included, (2) annotations, if given, (3) dates

*This is often provided by descriptive cataloging.

of materials (earliest to latest), (4) types of materials listed, and (5) potential users or target audience.

Conference Proceedings and Other Multiple Author Documents

Depending on the number of articles included and space limitations, these usually require indicative abstracts, which should contain (1) statement of the subject and scope of the collection and (2) prose table of contents. If there are too many articles to list, discern broad subject areas and group the articles. Annotate as much as possible.

Tests and Other Measurement Materials

These usually require indicative abstracts, which should contain (1) objectives of the test, including an identification of the group tested, and (2) description of the testing and grading methods.

Others (Documents that do not fall logically into one of the above categories)

Depending upon the content, these require either indicative or informative abstracts, which should contain at least either a general statement of the purpose of the material or a description of the format and content.

Sample Abstracts

Informative Abstracts

(1) The following abstract is of a program report, and it was written as an informative abstract in order to give the reader the maximum amount of information about the program. This is a readable, useful statement about the essence of the report.

> An 8-week summer program offered intensive academic preparation to disadvantaged boys who had received scholarships to independent schools. The program's stress on English, reading, and mathematics was maintained by close personal contact between staff and students, small class sections, and individual tutoring. The tutors lived with the students throughout the program and thus were able to spot potential difficulties and to act to resolve them. Through their insignt into the students' personalities they were able to broaden and intensify the overall impact of the program. Weekend excursions, cultural activities, and athletics also

were made a part of the program. Seventy-four of the 82 participating students were recommended to the preparatory schools. A 5-year followup study of the academic careers of the students is planned.

(2) The following abstract of a paper is faithful to the author's point of view. To write "the author says" at the beginning of the abstract would add nothing to it (except to make a reader think that any abstract without those words in it was not quite faithful to the author) and to insert those three words in the middle of the abstract would surely confuse a reader.

> Negative preconceptions about the disadvantaged often hinder the effectiveness of teachers and administrators in schools in culturally depressed areas. Most disadvantaged children are not special discipline problems, nor are they hostile or unresponsive. They and their parents have high, even unrealistic, educational aspirations. Teachers should encourage in the children the self-discipline which leads to academic success, which, in turn, would break the self-fulfilling prophecies of failure.

(3) The following abstract is an example of a coherent, unified paragraph which shows clearly the order of the argument. Transitional words help the reader to follow the line of development.

> The teacher and the school system serve as the key mediators in the acculturation of students from deviant subcultures. However, the teacher's commitment to the ethic of work and competition, her future-oriented value system, and her concept of a father-dominated nuclear family structure tend to alienate her from her students. As a result, many Indian and East Harlem children, whose culture is different from hers, may never acquire the tools for full acculturation. Alienation between student and teacher is further reinforced by the child's concept of the teacher as a success in a hostile culture and by the teacher's materialistic motivation for choosing her profession. Moreover, the educator's opportunity for personal, individual evaluation of students is often limited by administrative proscriptions. Several important steps in teacher education can assure a more successful cultural bridge between student and school personnel. The staff should understand and accept the presence of alien subcultures in their school and initiate measures for parent cooperation and student participation in programs for developing skills and raising the aspiration

level. Teachers should also exhibit flexibility in recognizing and rewarding evidences of nonverbal achievement.

Indicative Abstracts

(1) The following abstract of a bibliography gives the reader all the information he needs about the contents of the document. Such words as "emphasis on" and "the major portion" suggest the document's proportions and therefore its potential usefulness.

> Eight hundred and nine books and articles published between 1885 and 1967 are listed in this bibliography for students of applied German lignuistics at the graduate and undergraduate levels and for teachers of German in high schools and colleges. Though emphasis is on applied linguistics, some publications on linguistic theory are included. The major portion of the bibliography is devoted to works on morphology and syntax, and there are sections on general language and linguistics, phonetics and phonemics, prosodic features and juncture, linguistics and the teaching of foreign languages, and language changes in German since 1945, especially in the increased use of English words. The entries are cross-referenced, and a few are annotated for clarification of content. An author index and a list of the abbreviations used for entries from scholarly journals also are provided.

(2) The following abstract of an institute report shows one possible way to write an indicative abstract and include information and emphases. Although there are enumerations and lists, every sentence does not begin or end with "is included," and there is no monotony of sentence structure.

> The narrative portion of this report describes the specially-designed 1966 NDEA summer institute for state foreign language supervisors held at Indiana University. It summarizes activities undertaken in the six principal areas of the curriculum--(1) statistics, (2) experimental design and research, (3) linguistics, (4) supervision and curriculum development, (5) psychology and professional resources, and (6) instruction in French, German, or Spanish. The report also presents the results of the evaluation made by participants at the conclusion of the institute. The information contained in the appendices, amounting to more than one-half of the report, includes the forms used in conducting the institute, a directory of participants and staff, the schedule of special events, the institute calendar, lecture outlines, student and

faculty evaluation questionnaires, bibliographies, and a list of the materials available to participants in the curriculum library.

(3) The following abstract is of an article that contained tables and interpretation of that data. It is a readable abstract, which not only emphasizes the main idea but also gives information.

> A Modern Language Association (MLA) statistical survey shows the number of students studying French, Spanish, German, or Latin in the secondary schools during each school year from 1958-59 to 1964-65, the percentage studying each language in relation to the total high school population, and the percentages studying Latin in relation to the total foreign language enrollment. The data reveal a continuous decline in the study of Latin in the high schools, as compared with the study of the other three languages, and point to, among other things, a lack of understanding among students, educators, and parents of the cultural values of classical studies for the English-speaking student. What is strongly urged is the kind of nationwide "public relations" program that the MLA launched in 1952 on behalf of modern foreign language study.

General Rules about Abstract Style

Brevity and clarity are essential characteristics of a well-written abstract. Brevity is achieved by writing the most compact and economical abstract possible. Too many words may indicate that the abstractor is including details not directly significant instead of concentrating on the principal ideas and facts. Avoid the unnecessary. Information already apparent from the title ordinarily should not be repeated directly or paraphrased.

Specific Guidelines for Abstract Style

Length

Abstracts ordinarily are limited to approximately 200 words. Within this limitation there is no fixed length for an abstract because the appropriate length is determined by the contents of the document.

Paragraphs

An abstract is only one paragraph long. The accepted rules about paragraph writing must be followed, especially those concerning

coherence and unity. A coherent paragraph contains connected sentences, each following the other in logical order. An abstractor can avoid writing a paragraph that is nothing more than a series of sentences, each one summarizing a separate topic in the document, by the intelligent use of transitional words and phrases.

A paragraph should have a topic sentence, some central statement of the document's major thesis, from which the rest of the sentences can develop. (This is especially important in an informative abstract.) Generally, the topic sentence is the first sentence of the abstract, and, because it occupies this strategic position, it should be as full and accurate a statement as possible of (1) what the article says, (2) what the author's conclusion is, (3) what the total subject and scope of the document is, or (4) what the author's purpose is in writing the document.

Sentences

Sentence length should vary as much as possible to avoid the unpleasant effect of a series of short, choppy sentences. Be terse, not telegraphic. Use complete sentences, omitting neither verbs nor conjunctions. Avoid the overlong, complex sentence in which the abstractor piles up clauses and phrases, especially qualifiers and modifiers, in an attempt to include as much as possible in one sentence.

Every sentence should have high information density and, without being cryptic, convey a maximum amount of information in a minimum number of words.

Language and Vocabulary

An abstractor should try to incorporate into his abstract the key words in the article, especially if they are repeated often, but he should avoid direct quotations; they usually do not carry enough information to be excerpted. However, single words or short phrases should be quoted if the author has coined a new phrase that is seminal to his whole study and if failure to call attention to it would be misleading. New or technical terms should be defined briefly. Also, polemical or exceptionally suggestive words should be placed within quotation marks.

The abstractor should not repeat monotonously a series of sentences starting with "It was suggested that. . .," "It was found that. . .," or "It was reported that. . .." Abstracts in which most sentences end with "are discussed" and "are given" similarly are ineffective.

Voice

Use the active voice whenever possible in an informative abstract because it allows for direct expression when summarizing the actual contents of a document. Use the passive voice in an indicative abstract to describe and to highlight the process of writing the document. For example, such words as "are included," "are discussed," "is presented," and "are reviewed" should appear only in an indicative abstract.

Tense

The tense of the document can suggest the tense of the abstract. If the document describes completed research or programs, use the past tense. The present tense is proper for an indicative abstract (e.g., "are listed" instead of "were listed").

Abbreviations

Abbreviations should be kept to a minimum. If a long term with a recognized abbreviation or acronym is used more than once, it should be spelled out the first time it appears in the abstract and abbreviated thereafter. At the time of initial use, the abbreviation should be placed in parentheses following the term (e.g., Mobilization for Youth (MFY)). If it is necessary because of space limitations to abbreviate common nouns, abbreviate only long phrases and use the shorthand of your field (e.g., socioeconomic status (SES)). Note: Letters in acronyms are not separated by periods.

EDITING PROCEDURE

Bibliographies are edited and prepared for publication by ERIC/CRIER. Within 90 days after receipt of the manuscript at the Clearinghouse, the compiler will receive a response from the bibliography editor indicating any questions or discussion concerning final preparation for printing.

PART II: Style Manual

PREPARING THE MANUSCRIPT

1. Submission: Manuscripts should be submitted in quadruplicate (an original, one bond carbon, and two other carbons or xeroxed copies) to ERIC/CRIER, 200 Pine Hall, Indiana University, Bloomington, Indiana 47401. Manuscripts should be prepared according to the directions outlined in this style sheet. Authors should anticipate a 90-day lapse between receipt of the manuscript at ERIC/CRIER and notification of editorial revisions.

2. Typing the Manuscript: Manuscripts should be typed on 8½ x 11 white bond. All margins should be 1½ inches. The author's last name should be typed in the upper left corner of the page in the upper margin, and a slug of one or two words identifying the chapter or part should be typed in the upper right corner in the margin. (See sample pages on pages 61 to 63.) The text, reference listings, and abstracts should be triple spaced; direct quotes of more than 30 words should be indented and double spaced. In bibliographies, between citations and the corresponding abstract or annotation and between abstracts or annotations and the next citation, an extra line should be skipped. In citation bibliographies, this extra line should be skipped between citations.

In typing, widows (less than two lines of a paragraph carried over to another page or less than two lines of a paragraph appearing at the bottom of a page) should be avoided. Words should not be divided between two pages. Also, hyphenated words should not be divided between lines of a page except at their hyphens, i.e., quasi-/academic not quasi-ac/ademic.

Heads

Heads should not be placed on the bottom of a page unless two lines of the text follow them. If necessary, leave two blank inches at the bottom of a page. If heads are longer than one line (especially in the case of first and second order heads), double space between the two lines of the head.

In bibliographies, two kinds of heads are generally used: (1) major divisions called parts and designated by Roman numerals and (2) subdivisions called sections and designated by Arabic numerals. Both kinds are typed flush with the left-hand margin. Part titles always begin a new manuscript page; they are followed by quadruple spacing and are not underlined. Section titles may occur within a page (except at the bottom when less than two lines of text follow); they are preceded and followed by quadruple spacing and are underlined.

Both part and section titles should not exceed two lines. The first letter of all major words should be capitalized. No terminal punctuation is used.

Examples are given on page 61.

In monographs and short interpretive papers, there are four levels of heads: chapter titles and first, second, and third order heads.

(1) Chapter titles appear at the top of the first page of each chapter. Only the first letter of the first word and of proper nouns in the title is capitalized. The chapter title should be typed 2½ inches from the top of the page, flush against the left margin. No terminal punctuation is used. Leave four lines between the title of the chapter and text or subordinate heads.

(2) First order heads are centered and typed on a separate line. Quadruple space before them. Do not underscore first order heads. The first letter of the first word and of proper nouns in the head is capitalized. No terminal punctuation is used. Leave four lines between the title of the chapter and text or following head.

(3) Second order heads are typed flush to the left margin on a line separate from the text following the head. The first letter of the first word and of proper nouns in the head is capitalized. Do not underscore second order heads. No terminal punctuation is used.

(4) Third order heads are indented six spaces and on the same line on which the text begins. Leave five spaces between the subhead and the beginning of the text. The first letter of the first word and of proper nouns in the head is capitalized. Third order heads are underscored. Terminal punctuation is required.

Examples of all orders of subordination are given on pages 62 and 63.

3. Arrangement of Pages: Manuscript pages should be arranged in the following order and numbered as indicated:

(1) Title Page: Include title of publication, author's name, and institutional affiliation. Number this page 1.

(2) Table of Contents: Include chapter titles (when there are chapter titles), major divisions, and major subdivisions. Please provide manuscript page numbers for each division. Number this page 2.

(3) Acknowledgments: Number this page 3 if the table of contents only takes one page, or page 4 if the table of contents takes two pages.

(4) Text: Number pages consecutively from acknowledgments on.

(5) Reference Listing: Number pages consecutively following text. (Disregard for bibliographies.)

(6) Test References: Number pages consecutively following other references. (Disregard for bibliographies.)

(7) Indexes: Number pages consecutively following text. (Disregard for monographs and short interpretive papers.)

WRITING STYLE

Manuscripts submitted to ERIC/CRIER should be written in clear, concise English. Authors are referred to A Manual of Style (Chicago: University of Chicago Press, 1965) and the U.S. Government Printing Office Style Manual (Washington, D.C.: U.S. Government Printing Office, 1967, rev. ed.) for basic questions concerning matters of grammar and English usage. ERIC/CRIER has several style requirements:

1. Person: All publications are to be written in the third person.

2. Tense: Research should be reported in the past tense except in the case of generalities, definitions, hypotheses, theories, and discussion of general results. These should be reported in the present tense. The future tense should be avoided.

3. Numbers: Numbers below 10 and round numbers preceded by an "a" (e.g., a hundred, a million, a thousand) are spelled out except when they occur in a series, indicate page or bibliographic reference, express scores or percentages, are part of a larger number, or precede an abbreviation indicating quantity. All other numbers above nine are given in their Arabic form except when a number begins a sentence. In this case, the number is spelled out.

4. Hyphens: Hyphens should be used sparingly. ERIC/CRIER requires hyphens in the following cases:

(1) When a short prefix is placed before a proper noun or a proper adjective, e.g., un-American, pro-French.

(2) When ex, self, quasi, and post are prefixed to a noun, e.g., ex-principal, self-pity, quasi-academic, post-test.

(3) When two adjectives are compounded to form a unit modifier and directly precede the noun they modify, e.g., first-grade student (vs. the first grade), under-achieving student (vs. underachiever), ability-grouped classes (vs. ability grouping).

(4) When two or more hyphenated compounds modify the same nouns, the hyphen is retained for all modifiers, e.g., first-, second-, and third-grade pupils; upper-, middle-, and lower-class housing.

ERIC/CRIER requires that hyphens not be used in the following cases:

(1) When prefixes of two or three letters are added to common (nonproper) nouns, e.g., deemphasize, nonreader, pretest, subtest, inservice.

(2) When words are prefixed with audio, socio, retro, anti, multi, and semi, e.g., audiovisual, socioeconomic, semiliterate, retroactive, antisocial, multipurpose.

(3) When a noun is composed of a short verb and an adverb, e.g., dropout, followup.

For a complete listing of hyphenated words, the author is referred to the Style Manual of the U.S. Government Printing Office.

5. Abbreviations: In general, abbreviations should be avoided except in the case of IQ and in tables and figures. Abbreviations common to the field of education such as i.t.a. and t.o. may be used only if the abbreviation and the word for which it stands are first presented simultaneously, e.g., the Initial Teaching Alphabet (i.t.a.) was developed by.... Four classes used i.t.a. for two years.

6. Spelling Idiosyncracies: ERIC/CRIER requires the following spellings:

(1) Percent: The symbol % only appears in tables and figures. In the text it is always written out as one word--percent.

(2) Programing, Programed: These are spelled with only one m.

(3) Grade 2 (not Grade two): Grade levels are always represented by Arabic numerals.

7. Punctuation:

(1) Commas precede the "and" in a series of three or more, e.g., reading, writing, and arithmetic.

(2) Commas separate numbers of 1,000 or more after groups of three digits, e.g., 100,526,398.

(3) Semicolons are used to coordinate clauses not joined by a coordinating conjunction (e.g., This paper is not complete; in a sense, it is a rough draft) and to separate items in a series when one or more items already contain a comma (e.g., He took the Iowa Silent Reading Test, Form A; the Stanford Achievement Test, Form B; and the Iowa Tests of Basic Skills, Forms A, B, and C).

(4) Colons are used only before direct statements and questions which are formally introduced (e.g., The following question came up for discussion: What beginning reading approach is best?) and enumerations and illustrations (e.g., The following items were partialled out: intelligence, mental age, and years of schooling.)

(5) Quotation marks are used sparingly, and accompanying punctuation should appear as follows: periods and commas precede terminal quotation marks; colons and semicolons follow quotation marks; question marks and exclamation marks follow quotation marks unless they are part of the material quoted.

PREPARATION OF TABLES AND FIGURES

1. Tables: Tables should be kept to a minimum. ERIC/CRIER requires the following:

(1) Number tables sequentially from the beginning to the end of the manuscript.

(2) Type each table on a separate 8½ x 11 piece of paper. The page number assigned to the table should be the page following the one on which the author wishes the table to be inserted.

(3) Indicate where the table is to be placed by inserting the following in the text:

Insert Table 1 about here

---

(4) Keep table titles short and concise. Capitalize only the first letter of the first word and of proper nouns in the title. Table titles should be typed flush against the left margin. If the table title requires more than one typed line, double space between the two lines of the title.

(5) Capitalize all words in the stub heads (column heads). Should the table run to a second page, repeat the stub heads and indicate above the table, flushed to the left margin, e.g., Table 1 (cont'd.).

(6) Indicate footnotes of statistical significance and/or probability with asterisks (single, double, or triple); all other footnotes should be indicated by superscripts a, b, c, etc.

Examples of tables are on pages 64 and 65.

2. Figures: Figures should be kept to a minimum. ERIC/CRIER requires the following:

(1) Number figures sequentially from the beginning to the end of the manuscript.

(2) Submit only a glossy photograph or a camera-ready graph, chart, or illustration which meets the following specifications:

(a) Drawings should be prepared in proportion for reduction to a page size of 3 3/16" x 6½" (for monographs only).

(b) Lettering should be clean and uniform with clear and sharp contrast.

(c) Graphs should be drawn on blue-lined paper only (since the blue does not photograph).

(3) Do not letter the number or caption of the figure on the figure itself. The number of the figure and its title should be written in light pencil on either the bottom right corner of the figure or on the rear bottom right corner of the figure.

(4) Type the title of the figure and its number on a separate 8½ x 11 sheet of paper clipped to the figure.

(5) Indicate the place of the figure in the text in the following manner:

Insert Figure 1 about here

REFERENCING

1. References Within the Text: Much of the information presented here on referencing within the text applies only to interpretive papers and monographs. References within the text should be noted by supplying the author's last name, as listed in the reference listing, and the date of publication of the source cited, e.g., Recent studies on word blindness (Jones and Jones, 1965; Smith, 1966; Kaplan, 1922) showed...

If the name is supplied in the text, indicate the date of publication in parentheses immediately after the name appears, e.g., Jones and Jones (1963)...

Should the author wish to refer to works by the same person published in the same year, the work should be designated by the year plus an "a," "b," or "c" (as they appear in the text), e.g., Jones (1964a) found that... In still another work, Jones (1964b) proved that... The works are to be designated an "a," "b," etc. in the reference listing.

Tests do not need a reference notation within the text, although a listing of tests cited is required at the end of the text.

2. Quotations Within the Text: Quotations should be kept to a minimum. Quotation marks should be used for direct quotes not exceeding four typewritten lines. The person who is being quoted (if not given immediately preceding the quotation), year of publication of the source, and the page number from which the quote is taken should be placed immediately after the terminal quotation marks, e.g., Thomas Paine wrote: "These are the times that try men's souls" (1776, p. 231).

> Dyslexia has been often defined as a "disability due to neurologic dysfunctioning which in turn was caused by brain damage" (Jones, 1938, p. 67).

Direct quotes longer than four typewritten lines should be indented and double spaced. Quotation marks should not be used. The author's name (if it does not appear immediately before the

quote), the year in which the source was published, and the page number on which it appears should be placed within parentheses immediately after the terminal punctuation of the quotation.

Deletions in quotes should be indicated by ellipses, inclusions by brackets. If italics or underscoring are added, the words italics added should appear after the citation.

3. Format for Bibliographic Entries: ERIC/CRIER's publications follow a specific citation style. It is designed to allow the user to easily locate research cited in the ERIC/CRIER document collection and to order abstracts, microfilms, and reproductions of the research when available.

The citation format changes depending on the type of publication being cited. Examples of each type of entry and an enumeration of the information needed for that entry are supplied below. There are, however, certain general rules for preparing citations which the writer might find helpful.

(1) Authorship: For each entry supply author's last name first, his first name, and middle initial as it appeared on the publication. If there are two authors, the names should both be inverted and joined by an "and," e.g., Jones, Thomas and Gilmore, Harry. If there are three authors, semicolons should be used between the names of the authors, e.g., Jones, Thomas; Gilmore, Harry; and Smith, Jane. For works having more than three authors, list the first author's name followed by et al., e.g., Jones, Thomas, et al. Should no author be supplied, the publishing institution or organization should be listed as author, e.g., National Educational Association. How To Read...

(2) Title: The title of the work should always be supplied as it appears on the work being cited. Whether the title is underscored or in quotation marks depends on what is being cited. (See examples which follow.) ERIC/CRIER capitalizes all first letters of major words in titles of books, journals, dissertations, USOE documents, etc.

(3) Serials: When citing articles appearing in a serial publication (regular or irregular)--be it a journal, monograph, or bulletin--the title of the serial publication, the page numbers on which the work appears, volume numbers, and the date of publication must be supplied. The following rules should be helpful in preparing this part of the entry:

(a) Use only two digits to indicate the final page of an article unless the figure moves ahead to the next one hundred designation, e.g., 675-85; 679-702. Any separated continuing page is written fully, e.g., 679-85, 690.

(b) Indicate all volume and/or series numbers with Arabic rather than Roman numerals.

(c) Write "n.m." before the year, e.g., (n.m. 1966) if no month or season is available for journal articles.

(4) Page Numbers: The format for books, monographs, USOE publications, ERIC/CRIER publications, and dissertations requires that the total number of pages in the work be supplied. Omit preliminary page numbers (Roman numerals) in total page count and include only the text pages.

(5) Materials in Press: When citing a publication in press, provide the information required for an entry for a book, article, conference proceeding, etc. (whichever form is appropriate) and add after the entry, underscored, in press, e.g., Smith, Thomas. Reading. (New York: Harper, 1967) 281 p., in press.

Or use Jones, Thomas. "Listening," Journal of Psychology, 67 (August 1971), in press.

4. Citation Examples: Below are examples of the forms to be used for citations which appear in bibliographies and reference listings of all ERIC/CRIER publications. Please pay particular attention to the punctuation, capitalization, and order in which the information appears within each type of citation.

Book

Gates, Arthur I.; Bond, Guy L.; and Russell, D. H. Methods of Determining Reading Readiness. (New York: Bureau of Publications, Teachers College, Columbia University, 1939) 555 p.

The information required includes:

(1) the name(s) of the author(s) as listed on the book
(2) title of the book underscored
(3) place of publication
(4) publisher
(5) date of publication
(6) number of pages in the book

Should the book cited have come out in more than one edition, the edition should be listed as follows:

Bond, Guy L. and Wagner, Eva B. Teaching Children to Read. (New York: Macmillan, 1960, 3rd edition) 379 p.

Chapter of a Book

Shane, Harold G. "The First R," Research Helps in Teaching the Language Arts, John Smith, Ed., Chapter 2, 4-33. (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1955.)

The information required includes:

(1) the author(s) first and last names as listed on the publication
(2) the title of the chapter in quotation marks
(3) the title of the book in which it appears underscored
(4) the first and last name(s) of the editor(s) of the book
(5) the chapter number in Arabic numerals
(6) the page numbers of the chapter
(7) the place of publication
(8) the publisher
(9) the date of publication

Journal Article

Gates, Arthur I. and Bond, Guy L. "Reading Readiness: A Study of Factors Determining Success and Failure in Beginning Reading," Teachers College Record, 37 (May 1936) 679-85, 690.

The information required includes:

(1) author(s) first and last names as listed on the article
(2) the title of the article in quotation marks
(3) the title of the journal underscored
(4) the volume number of the journal in Arabic numerals
(5) month and year of publication in parentheses
(6) page numbers on which the article appeared

For journal articles with multiple parts, the volume number, month and year of publication, and page numbers for each installment should be cited according to the following format:

Friedman, Nathan. "A Progress Report on Visual Fixation Training at the Sunland Training Center," The Optometric Weekly, 6 (February 8, 1968) 19-24; 7 (February 15, 1968) 29-36.

For regular journal columns with a stated editor but with content written by others, the reference should be listed under the editor's name in the following format:

Kingston, Albert J., Ed. "Research for the Classroom: Content Textbooks, Help or Hindrance?" by Walter Hill. Journal of Reading, 10 (March 1967) 408-13.

The information required includes:

(1) the name(s) of editor(s) of column as listed on the column
(2) the title of the article appearing in the column in quotation marks
(3) the author of the article as listed on it
(4) the title of the journal underscored
(5) the volume number of the journal in Arabic numerals
(6) month and year of publication in parentheses
(7) pages on which the article appeared

Bulletin Published Irregularly in a Series

Robinson, Francis P. and Hall, William E. Concerning Reading Readiness Tests. Bulletin of the Ohio Conference on Reading, 4, No. 3. (Columbus, Ohio: Ohio State University Press, 1942) 16 p.

The information required includes:

(1) the name(s) of the author(s) as listed on the publication
(2) the title of the issue underscored
(3) the title of the bulletin
(4) the volume and issue numbers in Arabic numerals
(5) place of publication
(6) publisher
(7) date of publication
(8) number of pages

Monograph Published Irregularly in a Series

Almy, Millie C. Children's Experience Prior to First Grade and Success in Beginning Reading. Teachers College Contributions to Education, No. 954. (New York: Columbia University Press, 1949) 172 p.

The information required includes:

(1) the name(s) of the author(s) as listed on the publication
(2) the title of the particular monograph underscored
(3) the title of the monograph series

(4) the number in the series in Arabic numerals
(5) the place of publication
(6) the publisher
(7) date of publication
(8) number of pages in the monograph

Article in a Monograph or Bulletin Which Is Published Irregularly in a Series

Walker, Robert. "The Eye-Movements of Good Readers," University of Iowa Studies in Psychology, Albert Jones, Ed. Monograph No. 17, 95-117. (Ames: University of Iowa, 1932.)

The information required includes:

(1) the name(s) of author(s) as listed on monograph (or bulletin)
(2) title of article in quotation marks
(3) title of monograph (or bulletin) underscored
(4) number of monograph in Arabic numerals
(5) page numbers on which article appeared
(6) place of publication
(7) publisher
(8) date of publication

Paper in a Conference Proceeding or Yearbook

Artley, A. Sterl. "The Teaching of Reading in the Intermediate Grades," Challenge and Experiment in Reading, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10, Part 1 (1966) 36-38.

White, Sam R. "Learning," Child Psychology, Henry Stevensen, Thomas Kagan, and C. Spiker, Eds. Yearbook of the National Society for the Study of Education, 62, Part 1 (1963) 196-235.

The information required includes:

(1) the name(s) of the author(s) as listed on the article in the yearbook or proceeding
(2) the title of the article in quotation marks
(3) the title of the conference proceeding or yearbook underscored
(4) the editor of the yearbook or proceeding (if supplied)
(5) the organization, society, or association which publishes the yearbook or proceeding with an indication that the publication is a proceeding or a yearbook
(6) the volume number of the publication in Arabic numerals

(7) the part (if any) in Arabic numerals
(8) the year of which it is a proceeding or yearbook
(9) the page numbers of the article

USOE Publication

Wattenburg, William W. and Clifford, Clare. Relationship of the Self-Concept to Beginning Achievement in Reading. 65 p. (CRP-377, OEC-SAE-7789, Wayne State University, Detroit, 1962) ED 002 859, microfiche $0.50, hard copy $3.25 from EDRS.

Note: CRP and OEC-SAE information will vary for these entries. Include as much of this information as is available.

The information required includes:

(1) the name(s) of author(s) as listed on the publication
(2) the title of the publication underscored
(3) the number of pages in the publication
(4) the CRP and OEC-SAE numbers (if available)
(5) the institution carrying on the research
(6) the date of publication
(7) the ED number
(8) the price of microfiche and hard copy from EDRS

ERIC/CRIER Publication

Summers, Edward G.; Davis, Charles H.; and Siffin, Catherine F. Published Research Literature in Reading, 1900-1949. (Bloomington, Indiana: ERIC Clearinghouse on Reading, 1968) 496 p. ED 013 970, microfiche $2.00, hard copy $24.90 from EDRS.

The information required includes:

(1) the name(s) of the author(s) as listed on the publication
(2) the title of the publication underscored
(3) place of publication
(4) publisher
(5) date of publication
(6) number of pages in the publication
(7) ED number
(8) cost of microfiche and hard copy from EDRS

Unpublished Dissertation or Master's Thesis

Franklin, Albert. First Grade Reading Readiness. (Unpublished Master's Thesis, School of Education, Indiana University, 1967) 76 p.

The information required includes:

(1) the name of the author as listed on the thesis
(2) the title of the thesis underscored
(3) a designation as to the fact that the work is an unpublished master or doctoral thesis
(4) the institution at which the thesis was done
(5) the date of completion
(6) the number of pages in it

Unpublished Paper

Jones, Thomas. "Readability and Its Consequences." Unpublished manuscript. Indiana University Library, 1970, 67 p.

Unpublished materials should not be cited unless they are available from a library, publishing house, or a professional organization, or a research institution. The information required includes:

(1) name(s) of author(s) as listed on manuscript
(2) title of manuscript in quotation marks
(3) the words Unpublished manuscript underscored
(4) source from which the work can be obtained
(5) date it was written
(6) the total number of pages

Unpublished Paper Available in Ditto, Litho, or Mimeo

Barnes, Robert F., et al. "A Review and Appraisal of Adult Literacy Materials and Programs." Interim Report of Site Visits Made on Research Project G-029. Ohio State University, 1964, 17 p. (mimeo)

The information required includes:

(1) the name(s) of the author(s) as listed on the paper
(2) the title of the paper in quotation marks
(3) the institution at which the paper was written
(4) the date of completion
(5) the total number of pages
(6) an indication that the paper is mimeographed (mimeo), lithographed (litho), or dittoed (ditto)

Test

References must be supplied for all tests mentioned in the text of monographs and interpretive papers. Test references should

be listed separately after the reference listing and should be arranged alphabetically by test titles. Below are examples of test citations:

California Achievement Tests. Edward W. Tiegs and W. W. Clark (Monterey, California: California Test Bureau, 1933, rev. 1963.)

Stanford Achievement Tests: Reading. Thomas L. Kelly, et al. (New York: Harcourt, Brace & World, 1922, rev. 1964.)

The information required includes:

(1) the full test title underscored
(2) the author(s) of the test as listed on the test
(3) the place of publication
(4) the publisher
(5) the date of original publication
(6) the date of the latest revision of the test cited (if any)

Dissertation Cited from Dissertation Abstracts
(for bibliographies only)

Andres, Micaela Coloma. Growth Curves and Factor Pattern Changes in First Grade Reading Readiness, Reading Achievement and Its Prediction. 296 p. (Ph.D., The Florida State University, 1965) Dissertation Abstracts, 26, No. 8, 4488-89-A. Order No. 65-15,438, microfilm $3.80, xerography $13.50 from University Microfilms.

The information required includes:

(1) the name of the author as it appears on the dissertation
(2) the title of the dissertation underscored
(3) the total number of pages
(4) a designation to the fact that it is a Ph.D., Ed.D., etc. dissertation
(5) the institution at which it was completed
(6) the date of completion
(7) the words Dissertation Abstracts underscored
(8) the volume number and issue number of Dissertation Abstracts in Arabic numerals
(9) the page on which the abstract appears
(10) the order number of the dissertation
(11) the cost of microfilm and xerography from University Microfilms

ARRANGEMENT OF CITATIONS

1. Bibliographies: Citations are organized in bibliographies according to desired categories and subcategories. Within these

categories and subcategories, however, citations are listed in alphabetical order according to authors' last names. Below are rules for ordering bibliography citations:

(1) Arrange entries in alphabetical order by first author's last name.

(2) In the event two authors have the same last name, arrange those entries in alphabetical order according to the authors' first names, e.g., Smith, Albert is listed prior to Smith, Charles.

(3) In the event that more than one work by the same author is cited, arrange those articles in alphabetical order according to title of the work, e.g., Smith, J. The Initial Teaching Alphabet. (New York: Macmillan, 1969) 66 p. would come prior to Smith, J. Research in Auding. (New York: Macmillan, 1949) 170 p.

(4) In the event that citations include inconsistent first name and/or initials for what appears to be the same author, alphabetize according to what is given as the first name and/or initials:

Smith, J.
Smith, J. F.
Smith, J. F. and Reed, Albert.
Smith, James.
Smith, James F.
Smith, James Francis.

(5) Alphabetize works written by more than one author by the last name of the first author.

(6) In the event of several citations, some of which are written by one author, others by the same author plus some colleagues, and others by the same author plus other colleagues, the works should be arranged as follows:

Smith, J. F.
Smith, J. F. and Adams, Nancy.
Smith, J. F. and Jones, Thomas H.
Smith, J. F.; Jones, Thomas H.; and Barton, Sara.
Smith, J. F., et al.

(7) Alphabetize works written by persons using religious names such as Sister Mary Margaret or Brother John Xavier according to the first letter of the given name, e.g., Margaret, Sister Mary; Xavier, Brother John.

Religious orders are not included in citations.

(8) Alphabetize names beginning with Mac and Mc as they would logically appear in the alphabet, e.g., Mc after Mb and before Md; Mac after Mab and before Mad.

Examples of bibliography citations are on page 66.

2. Monographs and Short Interpretive Papers: The reference listing in monographs and interpretive papers contains all works referred to in the text. Citations are listed alphabetically by first author's last name. They are not numbered, nor are they arranged in the order they are cited in the text. Test citations are listed separately and are ordered alphabetically by title of the test. Below are rules for ordering citations for reference listings in monographs and interpretive papers:

(1) Arrange entries in alphabetical order by first author's last name.

(2) In the event that two authors have the same last name, arrange those entries in alphabetical order according to authors' first names, e.g., Smith, Albert is listed prior to Smith, Charles.

(3) In the event that more than one work by the same author is cited, arrange those entries so that the earliest work is listed first and the latest work is listed last:

Smith, J. Reading. (New York: Macmillan, 1933) 66 p.
Smith, J. Listening. (New York: Macmillan, 1947) 187 p.
Smith, J. Writing. (New York: Macmillan, 1965) 123 p.

(4) In the event that citations include inconsistent first names and/or initials for what appears to be the same author, alphabetize according to what is given as the first name and/or initials:

Smith, J.
Smith, J. F.
Smith, J. F. and Reed, Albert.
Smith, James.
Smith, James F.
Smith, James Francis.

(5) In the event that more than one work by the same author published in the same year is cited (i.e., two Smith

works published in 1970), designate each work published that year as "a," "b," "c," etc. in the order that it is cited in the text. Place the "a" in parentheses after the citation.

Smith, J. Reading. (New York: Macmillan, 1970) 168 p. (a)
Smith, J. "Why Children Read," Reading Quarterly, 6 (June 1970) 66-68. (b)

(6) In the event of several citations, some of which are written by one author, others by the same author plus some colleague, and others by the same author plus other colleagues, the works should be arranged alphabetically by the second author's last name:

Smith, J. F.
Smith, J. F. and Adams, Nancy.
Smith, J. F. and Jones, Thomas H.
Smith, J. F.; Jones, Thomas H.; and Barton, Sara.
Smith, J. F., et al.
Smith, James F.

(7) Alphabetize works written by persons using religious names such as Sister Mary Margaret or Brother John Xavier according to the first letter of the given name, e.g., Margaret, Sister Mary; Xavier, Brother John.

Religious orders are not included in citations.

(8) Alphabetize names beginning with Mac and Mc as they would logically appear in the alphabet, e.g., Mc after Mb and before Md; Mac after Mab and before Mad.

Examples of monograph and short interpretive paper reference citations are given on page 69.

CONTENT FOOTNOTES

ERIC/CRIER manuscripts contain only one kind of footnote--the content footnote. Content footnotes either explain or add to information given in the text. They should be used sparingly and should be numbered consecutively from the beginning to the end of the manuscript. Content footnotes should be double spaced on the bottom of the text page containing the point which they amplify.

Appendix to Author's Guide

BIBLIOGRAPHY SAMPLE MANUSCRIPT PAGE

PART HEAD → Part I -- Factors Affecting Standardized Reading Test Validity and Reliability

4 spaces

SECTION HEAD → Section 4: Empirical Studies

4 spaces

Alshan, Leonard M. "Reading Readiness and Reading Achievements," Reading and Inquiry, J. A. Figurel, Ed. International Reading Association Conference Proceedings, 10 (1965) 312-13.

1½" margin

4 spaces

1½" margin → Presents computation of factor analysis of the coefficients of intercorrelations among 28 measures of components of reading readiness and reading achievement obtained from data from various tests and teachers' ratings for 82 children who were tested in the middle and at the end of their first-grade year.

4 spaces

Anderson, Charles C. "A Factorial Analysis of Reading," British Journal of Educational Psychology, 19 (November 1949) 220-21.

4 spaces

Summarizes the results of a factorial analysis of reading (a thesis on file in Glasgow University) based upon scores of intelligence,

1½" margin

SLUGS → Strang ms pg. no. → 63 Correlates-Intelligence

MONOGRAPH SAMPLE MANUSCRIPT PAGE

2½" margin to chapter head

CHAPTER TITLE → Intelligence

4 spaces

FIRST ORDER HEAD (centered) → The relation of intelligence to reading achievement

4 spaces

To interpret test results, the teacher and clinician should know as much as possible about the nature of intelligence and the relation of intelligence tests to reading achievement. Of the three kinds of intelligence described by P. E. Vernon (1958a)--

1½" margin

1½" margin

Intelligence A, which reflects the excellence of the functioning of the nervous system; Intelligence B, which is the result of the interaction between Intelligence A and the environment; and Intelligence C, which is a sample of some aspects of Intelligence B--only Intelligence A can be considered a possible cause of reading deficiency. Only Intelligence C is at present measured by intelligence tests, and there are as many Intelligence C's as there are tests. Intelligence has long been considered a crucial factor in reading

1½" margin

MONOGRAPH SAMPLE MANUSCRIPT PAGE

1½" margin

FIRST ORDER HEAD (centered) →

Measuring growth: two unique cases

4 spaces

The general problems and procedures for measuring reading growth have now been discussed and the issues raised are applicable to the measurement of growth in all areas. However, because of a concern evidenced by the large number of research studies in these two areas and because of several problems unique to these areas, the measurement of reading growth for retarded readers and the measurement of growth at the reading readiness level merit special consideration.

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1½" margin

4 spaces

SECOND ORDER HEAD →

Assessing growth for retarded readers

4 spaces

indent

THIRD ORDER HEAD →

Selecting a test. Those who face the task of evaluating the reading growth for students in remedial reading programs face the same task encountered when working with students who progress at a normal rate. There are, however, a number of specific problems peculiar to assessing the progress of retarded readers, the most important of which is the selection of an appropriate test

5 spaces

1½" margin

TABLES: SAMPLE MANUSCRIPT PAGE

Title → Table 3 Mean time per day for reading activities, supportive activities, and correlations with reading

Method	No. of Classes	Mean	S.D.	r with Stanford Word Rdg.	r with Stanford Para. Mng.
All Methods Combined	47				
Reading		82.9	21.3	.56**	.55**
Supportive		91.1	27.8	-.19	-.17
Basal Reader	12				
Reading		95.8	18.9	.73**	.63*
Supportive		76.3	17.4	-.16	.27
Phonovisual	12				
Reading		94.8	12.4	.51†	.47
Supportive		76.1	32.6	.33	-.09
Language-Experience	11				
Reading		83.2	14.1	.01	.19
Supportive		113.8	21.6	.03	.37

* Significant at .05 level.
** Significant at .01 level.
† Significant at .10 level.

Use of footnotes of probability and statistical significance

2.

TABLES: SAMPLE MANUSCRIPT PAGE

Title→ Table 4 Correlations between passage difficulty and each of form class ratios

Denominators[a] of the Ratio	Numerator of the Ratio				
	N	V	Adj	Adv	Str
N	--	13*	-61	10	-66
V	-19	--	-57	07	-56
Adj	55	58	--	46	37
Adv	-14	-12	-34	--	-22
Str	67	67	-39	37	--
All Other	49	49	-56	23	-69

[a] Conventional part of speech names were given as an aid in interpretation of this table, but the correspondence of the form class to parts of speech is approximate. The abbreviations used are read form class 1-n-noun, form class 2-v-verb, form class 3-adj-adjective, form class 4-adv-adverb, and Structural words-Str.

* Where r is greater than .43, p is less than .05.

Use of content footnotes and footnotes of probability

CITATION BIBLIOGRAPHY SAMPLE

Downing, J. "Initial Teaching Alphabet: Results After Six Years," The Elementary School Journal, 69 (November 1969) 242-49.

Downing, John. "The Augmented Roman Alphabet for Learning to Read," Reading, 16 (March 1965) 325-336.

Downing, John A. "The i.t.a.--Past and Future," Reading in Its Sociological Setting, 6 (July 1967) 7-20.

Guszak, Frank J. "Reading Methods: A New Turn," The Reading Teacher, 23 (November 1969) 121-25.

Guszak, Frank James. A Study of Teacher Solicitation and Student Response Interaction about Reading Content in Selected Second, Fourth, and Sixth Grades. 228 p. (Ph.D., The University of Wisconsin, 1966) Dissertation Abstracts, 28, No. 3, 1,000-A. Order No. 65-15,382, microfilm $3.80, xerography $10.50 from University Microfilms.

Kendrick, W. M. "A Comparative Study of Two First Grade Language Arts Programs," The Reading Teacher, 20 (June 1966) 25-30.

Kendrick, W. M. and Bennett, C. L. "A Comparative Study of Two First Grade Language Arts Programs--Extended into Second Grade," The Reading Teacher, 20 (July 1967) 747-55.

Kendrick, William M. A Comparative Study of Two First-Grade Language Arts Programs. 76 p. (CRP-2576, OEC-SAE-7732, San Diego County Department of Education, California, 1966) ED 006 873, microfiche $0.50, hard copy $3.25 from EDRS.

Sheldon, W. D.; Nichols, Nancy J.; and Lashinger, D. R. "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials and Linguistic Readers--Extended into Second Grade," The Reading Teacher, 20 (March 1967) 720-25.

Sheldon, William D. and Lashinger, Donald R. "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials, and Linguistic Readers," The Reading Teacher, 19 (May 1966) 576-79.

Sheldon, William D., et al. Comparison of Three Methods of Teaching Reading in the Second Grade. 194 p. (CRP-3231, OEC-SAE-6221, Syracuse University, New York, 1967) ED 007 832, microfiche $0.75, hard copy $3.60 from EDRS.

Smith, Richard J. and Burns, Thomas. "The Effects of Different Instructional Practices on Student Enjoyment and Interpretation of a Ballad," Journal of Reading, 13 (February 1970) 345-54.

Smith, Richard J. and Hesse, Karl D. "The Effects of Prereading Assistance on the Comprehension and Attitudes of Good and Poor Readers," Research in the Teaching of English, 3 (Fall 1969) 166-77.

MONOGRAPH AND SHORT INTERPRETIVE PAPER SAMPLE REFERENCES

Chall, Jeanne. Learning to Read: The Great Debate. (New York: McGraw-Hill, 1967) 382 p.

Douglass, M. P. "Does Nongrading Improve Reading Behavior?" Imprints of Culture, M. P. Douglass, Ed. Yearbook of the Claremont Reading Conference, 31 (1967) 178-90.

Downing, J. Evaluating the Initial Teaching Alphabet. (London: Cassell, 1967) 66 p. (a)

Downing, J. The i.t.a. Symposium. (London: The National Foundation for Educational Research in England and Wales, 1967) 166 p. (b)

Edward, Sister Mary. "A Comparative Study of Reading Achievement at the Fourth Grade Level under Two Methods of Instruction--Modified Linguistic and Traditional Basal," Reading and Inquiry, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 10, Part 1 (1965) 333-37.

Hahn, Harry T. A Study of the Relative Effectiveness of Three Methods of Teaching Reading in Grade One. 84 p. (CRP-2687, OEC-SAE-3321, Oakland County Schools, Pontiac, Michigan, 1965) ED 002 866, microfiche $0.50, hard copy $3.60 from EDRS.

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